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ABSTRACT

This curriculum was designed to provide teachers of psychology in secondary schools with information concerning teaching about child maltreatment. The materials contain information about child abuse and neglect that they can incorporate into their teaching. The curriculum contains a procedural outline that includes five lesson plans targeting the major content areas in the field of child maltreatment. The topics include: (1) definitions and rates of child maltreatment; (2) factors associated with child maltreatment; (3) the effects associated with child maltreatment; (4) responding to child maltreatment; and (5) preventing child maltreatment. Teaching actions, discussion questions, and group activities are given for each area. An extensive resource list is included, which cites 8 films on physical abuse; 12 films on child sexual abuse; 4 films on child neglect; 10 Web sites on child abuse; and 20 titles of books for young adults on child abuse. (JDM)

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An Introduction to Child Maltreatment

A Five-Unit Lesson Plan For Teachers of Psychology in Secondary Schools

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A Note to Curriculum Users

The Purpose of this Curriculum

The purpose of this curriculum is to provide teachers of psychology in secondary schools with information related to teaching about the topic of child maltreatment. Because most introductory psychology textbooks provide very limited information on this topic, teachers need supplemental materials that provide specific information about child maltreatment and suggestions for approaching this topic with students. Once teachers are equipped with information and resources on child maltreatment, they can then disseminate information on the topic to their students.

Why the Topic of Child Maltreatment is Important for High School Students

Curriculum materials focusing on issues associated with child maltreatment are important for high school students to further the prevention of child abuse and neglect. Educating high school students about this topic is important to both prevent child maltreatment from occurring in the future and to reduce the impact of child maltreatment that may have already occurred. Education for high school students can serve the following purposes:

- Research on child maltreatment indicates that a significant number of individuals within the general population have experienced some form of child abuse and neglect. Such childhood experiences can have an influence on an individual's physical, cognitive, emotional, and social development. This influence can last throughout childhood and adolescence and extend into adulthood. Education about child maltreatment can be an important component in helping students with abuse histories to understand their experiences and, in turn, reduce the impact of child maltreatment for individual students.

- Research suggests that child abuse and neglect is often associated with a number of factors including deficits in parenting abilities and skills, various social and demographic characteristics, and biological factors. Identifying specific abusive and neglectful parenting behaviors and disseminating information about factors associated with abusive and neglectful parental behaviors to high school students, might help improve understanding about child maltreatment and thus reduce the likelihood of the problem for future generations.

The Content of this Curriculum

This curriculum contains materials and guidance for secondary education teachers who would like to incorporate information about child abuse and neglect into their teaching. The curriculum is designed to be included in an introductory psychology course or courses on health, sex education, safety, or related issues. The curriculum includes an outline of topics that could be incorporated into a comprehensive semester-long course or, alternatively, a short mini-course that includes only selected topics.

The curriculum contains a procedural outline that includes five unit lesson plans that target the major content areas within the field of child maltreatment. Detailed content outlines, including teaching activities that correspond to each unit lesson plan are also provided. A list of films and fiction for young adults is included to supplement and enhance the information provided in the content outlines. Additional resource information is provided in the form of a listing of online resources for instructors who have access to the Internet. Finally, a series of references to the literature is contained in a bibliography to guide instructors who wish to locate additional information on child maltreatment.

Addressing the Sensitive Nature of Child Maltreatment

Many students who are exposed to this curriculum will have either some direct or indirect experience with issues associated with child maltreatment. Instructors should be aware of the difficult nature of the topic of child maltreatment and attempt to be sensitive to the needs of their students. Some students may experience various negative feelings when discussing the topic of child maltreatment such as embarrassment, shame, fear, or guilt. Instructors should observe students closely for signs of discomfort and attempt to keep discussions as general and impersonal as possible.

One approach to addressing the sensitive and difficult nature of this topic is to create a question box that students can use to ask questions anonymously about the topic. Students can be told that the curriculum addresses a sensitive area and that many people are not comfortable openly asking questions about the topic. Students can then be instructed to write questions for the question box throughout the unit lesson plan. Instructors should take time before beginning each unit to address the questions from the box that are relevant to that particular lesson.

If instructors have a reasonable suspicion that abuse is presently occurring, or has occurred in the past, they should take the appropriate steps to address this issue (see the following section entitled, "Responding to Disclosures of Child Maltreatment").

Responding to Disclosures of Child Maltreatment.

Because so many children experience various forms of child abuse and neglect, it is likely that some students exposed to this curriculum will have directly experienced child maltreatment. As users of this curriculum, it is important that instructors are equipped to respond appropriately to a student's disclosure of abuse or neglect. Educators need to understand the importance of their personal reactions toward a victim of abuse in addition to their professional roles and responsibilities.

There is increasing evidence that supportive reactions to an individual's disclosure of abuse can be influential in shaping the subsequent impact that the abuse experience has on an individual. If victims encounter positive and therapeutic responses when they disclose abuse, then their feelings of self-blame, isolation, embarrassment, or anger may be reduced. Appropriate responses for educators include avoiding negative reactions such as shock, horror, disapproval, or anger; conveying a belief in the victim's statements; reassuring the child that he or she is not to blame and that every effort will be made to protect him or her; and acknowledging and praising the victim's courage in disclosing.

Educators who receive disclosures of abuse can also play a critical role in assisting students in finding professional assistance. Instructors should consult with mental health professionals available within their school or district such as the school psychologist or school counselor. Experts agree on the importance of referring children and adolescents into therapy as soon as possible. Therapeutic intervention is essential for abuse victims because it helps to address initial and long-term consequences associated with abuse. Several studies confirm that families are most receptive to seeking such assistance during the crisis/disclosure stage of abuse.

Educators have a mandated responsibility to report child abuse and neglect when they have a suspicion of abuse. Reports should be made to the local department of social services (usually referred to as child protective services), law-enforcement agencies, or central state registries. Most states require reporters to contact the appropriate agency "immediately" after suspicion has been aroused or a disclosure has been made. Educators should also make an effort to document any incident or discussion that leads them to suspect abuse (e.g., date, time, and description of the incident or discussion with the student). All states and districts within the United States provide immunity to reporters who report in good faith with the intention of ensuring a child's safety, and most state statutes contain penalties for failure to report suspected abuse (e.g., misdemeanor subject to a fine and/or jail sentence). Reporting disclosed or suspected cases of abuse to the appropriate authorities is not only mandated, but contributes to the termination of ongoing abuse and also facilitates the implementation of treatment services for victims.

The National Child Abuse Hotline (Child Help USA: (800) 422-4453) can be an important resource for educators who come into contact with students who disclose ongoing or past abuse. The hotline provides crisis counseling, child abuse reporting information, and information and referrals for every county in the U.S. and District of Columbia. Mental health professionals staff the hotline 24 hours a day, 7 days a week.

Acknowledgements

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The author of the curriculum welcomes any constructive comments about this curriculum. Of particular interest are comments about any needed changes or missing aspects of the curriculum. Feedback about the curriculum will serve as a foundation for any revised editions of the curriculum. Questions or comments about this curriculum should be directed to:

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Procedural Timeline

LESSON 1: DEFINITIONS AND RATES OF CHILD MALTREATMENT

Defining Child Maltreatment
- Physical abuse
- Sexual abuse
- Child neglect
- Psychological maltreatment

When Do Adult-Child Interactions Become Child Maltreatment?

How Common is Child Maltreatment?
- Estimates of child maltreatment
- Are rates of child maltreatment increasing?

LESSON 2: FACTORS ASSOCIATED WITH CHILD MALTREATMENT

The Children Who are Abused and Neglected
- Background characteristics
- Psychological characteristics

Adults Who Maltreat Children
- Background characteristics
- What factors might lead to child maltreatment?

LESSON 3: EFFECTS ASSOCIATED WITH CHILD MALTREATMENT

Problems Associated with Maltreatment
- Initial effects associated with maltreatment
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Factors that Influence Child Maltreatment Outcomes

LESSON 4: RESPONDING TO CHILD MALTREATMENT

Reporting Issues
- Legal mandates
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Decreasing Societal Acceptance of Violence

Increasing Society's Commitment to Children

Content Outlines

LESSON 1: DEFINITIONS AND RATES OF CHILD MALTREATMENT

Lesson Objectives:

- To show that clear-cut definitions of child maltreatment are difficult to compose
- To provide broad definitions of various types of child abuse and neglect
- To discuss the ambiguity inherent in defining behaviors considered to be child maltreatment
- To provide information about the prevalence of child maltreatment
- To discuss whether rates of child maltreatment have increased over the years

Defining Child Maltreatment

Despite public and research attention directed toward child abuse and neglect, there is little agreement regarding what specific acts constitute various forms of child maltreatment. Terms such as abuse, maltreatment, and neglect are difficult to define objectively and are used to describe different behaviors depending on the different purposes for the definitions. A lawyer presenting a case in a court of law, for example, may use a different definition of child maltreatment than a social worker that is determining whether or not a child should be removed from his or her home. A psychologist who is conducting therapy with an individual may use a completely different definition than either a lawyer or social worker. Despite these problems, some consensus has been reached in generally defining the various forms of child maltreatment.

Physical Abuse generally refers to the use of inappropriate physical behaviors that result in substantial risk of physical or emotional harm to a child. Acts that can constitute physical abuse include beatings; kicking; shaking; throwing; burning; stabbing; or choking a child. Extreme forms of physical abuse can lead to infanticide – the killing of children.

Sexual Abuse generally refers to interactions between a child and an adult when the child is being used for the sexual stimulation of the perpetrator or another person. Acts constituting sexual abuse include: oral, anal, and genital penetration; attempted penetration; fondling of breasts or genitals, sexual kissing, and filming or photographing children for the sexual stimulation of others.

Child Neglect generally refers to deficits in the provision of a child's basic needs. Acts constituting child neglect include inattention to health care needs (e.g., failure or delay in providing necessary health care), custody related problems (e.g., deserting a child without arranging reasonable care or supervision, refusing to allow a minor access to his or her home; repeated shuttling of a child from one household to another), inadequate supervision (e.g., leaving a child unsupervised for extended periods), educational neglect (e.g., permitted chronic truancy, failure to enroll a child in school, inattention to special education needs), and omissions of the physical needs of children (e.g., inadequate nutrition, clothing, or hygiene).

Psychological Maltreatment generally refers to "serious mental injury" or acts that communicate to a child that he or she is worthless, unloved, or unwanted. Acts constituting psychological maltreatment include *emotionally neglectful behaviors* such as inadequate nurture or affection, exposure to spouse abuse, permitted drug/alcohol abuse, encouraging delinquency, and refusal/delay in providing psychological care. Psychological maltreatment also includes the following *emotionally abusive behaviors*: tying or binding children; verbally belittling, denigrating, threatening, or rejecting children; deliberately withholding basic needs as a form of punishment; and economic exploitation.

When Do Adult-Child Interactions Become Child Maltreatment?

As noted above, defining the various forms of child maltreatment is a difficult task. Part of the difficulty in defining child maltreatment stems from the fact that behaviors associated with adult-child interactions lie along a continuum. Adult behaviors directed at children range from those that the majority agrees are appropriate (e.g., placing a child in a brief "time-out" as a form of punishment) to those that the majority agrees are inappropriate

(e.g., shooting a child with a gun as a form of punishment). In between these extremes lie behaviors that are not agreed upon in terms of their appropriateness. Some behaviors that lie in this "middle ground" are viewed by some as appropriate but by others as inappropriate. Where the line should be drawn between appropriate adult-child interactions and child maltreatment is not always clear.

Consider, for example, the definition of child neglect. One common conceptualization of neglect focuses on omissions of the physical needs of children such as nutrition or hygiene. The difficulty arises when attempting to determine which incidents qualify as normal characteristics of parenting or parental error, versus serious child neglect. If a child occasionally misses a bath or a meal, for example, few would identify the situation as child neglect. If a 10-year-old bathes only once a month and is fed only potato chips, however, many would probably identify the situation as child neglect. Another good example of the ambiguity inherent in distinguishing between appropriate and inappropriate behaviors is reflected in the debate over whether or not spanking should be considered a form of physical abuse. Many people consider spanking to be an acceptable part of punishment and child rearing. Indeed, surveys of parents show that 90% have used some form of physical punishment on their children. Some experts within the field of child maltreatment, however, have raised questions about the appropriateness of spanking because: 1) a history of spanking is correlated with delinquency, arrest, and homicide; 2) spanking has been associated with other forms of family violence such as spouse and sibling abuse; and 3) spanking may communicate that physical aggression is an acceptable way of dealing with frustration and/or conflict. These issues suggest that conceptual definitions of child maltreatment should also consider the frequency, duration, and consequences associated with various acts as well as cultural issues associated with child rearing.

How Common is Child Maltreatment?

Estimates of Child Maltreatment

Estimating the amount of child abuse and neglect in society is fraught with many problems. Perhaps the most significant problem is the lack of definitional consensus about what behaviors constitute abuse and neglect. Because definitions of abuse change across studies and over time, estimates also vary. Another problem is that child abuse and neglect are often hidden crimes that go unreported. As a result, the true incidence of child abuse and neglect is not known. The best information we have about rates of abuse and neglect are imperfect estimates of its occurrence.

According to the third National Incidence Study (NIS-3), the most inclusive type of official data, the number of children *reported* for possible child maltreatment in 1993 was 2,815,600, for a rate of 41.9 per 1,000 children. More recent data reported by the U.S. Department of Health and Human Services indicates that there were 903,000 *substantiated* victims of child maltreatment in 1998 (i.e., CPS investigation indicated that child maltreatment had occurred), for a rate of 12.9 per 1,000 children. Of these cases, child neglect was the most common form of maltreatment (53.5%), followed by physical abuse (22.7%), sexual abuse (11.5%), and psychological abuse and neglect (6%).

Are Rates of Child Maltreatment Increasing?

Whether the rates of child maltreatment are increasing is a difficult question to answer because of the problems, noted above, in estimating the frequency of abuse and neglect. Most arguments suggesting that rates of child maltreatment are increasing stem from data gathered by reporting agencies. Official estimates indicate that rates of abuse have increased dramatically over the last 20 years. Experts generally agree, however, that increases in rates of child maltreatment over the years reflect an increase in the *number of reports* of abuse and neglect rather than an increase in the *actual number of children* being abused. Official reports of abuse and neglect have likely increased due to the attention focused on the problem of child abuse in recent years.

Teaching Activities

Discussion Questions

- Why is it important to discuss child maltreatment?
- What do you think of when you hear the words *child maltreatment*?
- Do you remember any accounts of child abuse or neglect reported in the media?

Group Activities

- Ask students the following question: "When you hear or read about child maltreatment, what do you think of?" Write students' responses on an easel or chalkboard. Then, as a whole class, try to group the responses into categories such as physical abuse, sexual abuse, neglect, etc.
- Discussion and group activity: Ask pairs of students to define child maltreatment (sexual and physical abuse, psychological maltreatment, and neglect) and to give examples of their definitions. Lead a class discussion to create a consensual definition for each type of child maltreatment.
- Arrange a class debate on the topic of spanking as a form of discipline versus child abuse. Divide the class into three teams. One team should research and present evidence and arguments supporting the use of spanking for disciplining children. The second team should research and present evidence and arguments proposing that spanking is a form of child abuse and should be outlawed. The third group will prepare questions for both teams to ask during the debate. The debate should be followed by a class discussion highlighting key issues.
- Play the song, "My Name is Luca," by Susan Vega and discuss the meaning and implications of abuse as reflected in the song.
- Homework assignment for next class: Ask students to bring in newspapers and magazine clippings that describe cases of child maltreatment. During the following class, students will present, in groups of 3-4, their findings. Discuss as a class, some of the issues raised during the individual presentations.

LESSON 2: FACTORS ASSOCIATED WITH CHILD MALTREATMENT

Lesson Objectives:

- To provide information about the characteristics of the victims of child maltreatment and their families
- To provide information about the characteristics of the perpetrators of child maltreatment, and factors that may lead to child maltreatment

The Children Who are Abused and Neglected

Background Characteristics

Sociodemographic characteristics of children who are victims of child maltreatment do not generally suggest that any particular subpopulation of children is the sole target of abuse and neglect. Girls and boys of all ages are maltreated. A diversity of socioeconomic and ethnic backgrounds also characterizes the victims of child maltreatment. There is evidence that some characteristics of victims place them at more risk than others, especially for certain forms of abuse (e.g., age, socioeconomic status, etc.). With regard to physical abuse and child neglect, young children (younger than age 7) are at particular risk. Victims of physical abuse, child neglect, and psychological maltreatment are all disproportionately represented among economically disadvantaged groups. With regard to sexual abuse, females are more likely to be victims, although many believe that incidences of male victimization often go unreported.

Psychological Characteristics

Researchers have also evaluated various psychological characteristics of victims in an effort to identify possible factors that might contribute to a child's vulnerability to abuse and neglect. Most research in this area has focused on the child sexual abuse victim. Children who are victimized by sexual abuse tend to be vulnerable in some way including those who are passive, quiet, trusting, unhappy in appearance, needy, or living in a divorced home. Children with special needs (e.g., physical or mental disabilities) appear to be at increased risk for physical and sexual abuse. It is important to keep in mind, however, that vulnerability is not the equivalent of culpability and therefore victims of child maltreatment should never be held responsible for their own abuse.

Adults Who Maltreat Children

Background Characteristics

As is true with the victims of child maltreatment, no particular demographic subpopulation of adults can be identified as high risk for committing abuse. Men as well as women are reported for maltreating children, and a diverse age range is represented in the literature. A diversity of socioeconomic and ethnic backgrounds also characterizes the perpetrators of child maltreatment. Although no single profile of child maltreatment perpetrators exists, research supports several attributes that are consistently associated with the adult perpetrator of child maltreatment. For all forms of maltreatment, for example, the majority of perpetrators are not strangers, but rather someone the child knows personally (e.g., most commonly a parent, other relative, or friend of the family). High rates of physical abuse are associated with parents who begin their families at a young age. Single parenthood is also associated with physical abuse as well as with child neglect. Sexual abuse is more likely to be perpetrated by males, although some experts argue that the incidence of female-perpetrated sexual abuse is higher than reported and simply goes undetected by authorities.

What Factors Might Lead to Child Maltreatment?

Many factors have been proposed to explain why adults abuse and neglect children. Unfortunately no one factor can explain why an adult has abused or neglected a child in each and every case. It is likely that multiple factors are at work in each situation.

A number of researchers have suggested that abuse and neglect is the result of disturbed patterns of parent-child interactions. Several research studies have suggested that a poor bond between parent and child, deficits in parenting skills, and problem child behavior characterize abusive and neglecting families. Many experts believe that child abuse and neglect results when difficult child behaviors (e.g., noncompliance, aggression) interact with deficits in parenting (e.g., anger control problems, lack of parenting knowledge and skills) to lead to abuse and neglect.

Vulnerability in the bond between parent and child may lead to further difficult child behaviors and increased challenges for parents, resulting in a negative escalation of abusive parent-child interactions.

One widely accepted explanation for child abuse and neglect involves the transmission of abusive and neglectful behaviors from one generation to the next. When children are exposed to maltreatment, either as direct victims of physical or sexual assault or as witnesses to maltreatment, they are exposed to a set of norms and rationalizations that justify abuse. Children learn that violence and abuse are an acceptable way, or perhaps even *the* way, of resolving family conflict and expressing emotions. Research consistently demonstrates that abusive parents have been exposed to significantly more childhood abuse than have nonabusive parents. Childhood abuse, however, is neither a necessary nor sufficient cause of later adult violence, abuse, or neglect. At best, the data suggest that children who were abused or neglected, are more *likely* than non-maltreated individuals to be abusive adults. They are not predetermined to be abusive. The majority of abused and neglected children do not grow up to be abusive and neglectful parents.

Another common explanation of child maltreatment points to the role that disturbed psychological functioning plays. Some research supports the notion that individuals who are seriously disturbed by some form of mental illness commit various forms of child maltreatment. An individual's mental illness might distort his or her view of the world and serve to contribute to abusive or neglectful behavior. Only a minority of child maltreatment perpetrators, however, demonstrate higher rates of psychological disorders compared to nonperpetrators. Many perpetrators, however, do display greater psychological difficulties that would not be considered a mental disorder when compared to nonoffenders such as cognitive distortions (e.g., believing that sex with children is a good way to teach them about sex), depressive symptoms, stress, low self-esteem, and substance abuse or dependence.

Biological factors may also explain why some adults abuse and neglect children. Adults who physically abuse children, for example, often show unusual physiological responses (e.g., increased heart rate) to both positive and negative child stimuli. Such hyperresponsiveness might make child abusers more physiologically reactive in stressful situations with children and lead to abuse. Perpetrators of child sexual abuse demonstrate differences in hormonal levels relative to comparison groups that may contribute to their sexual activities with children.

Other theories point to various situational factors that increase the stress and frustrations of adults, which in turn contributes to their likelihood of abusing or neglecting children. As noted above, rates of child maltreatment are higher in economically disadvantaged families. Experts believe that lower-incomes and higher rates of unemployment contribute to an unequal distribution of opportunities, along with the inevitable stressors associated with poverty (e.g., financial worries, ill health, and crowded living conditions), that produce high levels of frustration which may lead to abuse and neglect.

Teaching Activities

Discussion Questions

- What is your theory about why child maltreatment occurs?
- Who commits child maltreatment, and who are the likely victims?
- Do most abuse victims go on to abuse their own children? Identify several factors that might prevent maltreated children from becoming maltreating parents. (Teacher: Create a semantic map based on the students' responses and compare/connect these responses to what is known from the literature).

Group Activities

- Ask students to describe their conceptions (or misconceptions) about the typical child maltreatment victim…the typical child maltreatment perpetrator. Compare and contrast any misconceptions with the facts.
- At the beginning of class, divide students into small groups. Ask each group to create an imaginary profile of either a victim or a perpetrator – background, age, sex, etc. How consistent are these profiles with what is known from the literature?
- As a class, brainstorm about possible reasons why the following facts are true: 1) males are more likely to perpetrate sexual abuse; 2) physical abuse is more likely to occur in single-parent households; and 3) physical abuse is more likely to occur in households with young parents.
- Closure: Ask students to summarize, in one sentence, each of the risk factors that might lead to abuse.
- In pairs or small groups, ask students to work on a headline for a front-page article in the local newspaper on the issue of child maltreatment, based on the topics/issues you have discussed during the lesson.

LESSON 3: EFFECTS ASSOCIATED WITH CHILD MALTREATMENT

Lesson Objectives

- To provide information and discuss issues related to the initial and long-term effects associated with child maltreatment
- To discuss factors that may influence the impact of child maltreatment on the victim

Problems Associated with Maltreatment

Research has repeatedly demonstrated that child abuse and neglect is associated with a variety of negative psychological, behavioral and interpersonal problems. The consequences associated with child maltreatment can be classified as either initial effects (occurring within 2 years following the abuse) or long-term (consequences beyond 2 years subsequent to the abuse).

Initial Effects Associated with Maltreatment

In terms of initial effects, investigators have identified a wide range of emotional, cognitive, physical, and behavioral problems that are more prevalent among child abuse and neglect victims compared to individuals without such a history. Possible negative effects for physically abused and neglected children include medical (e.g., head injury, failure to thrive), cognitive (e.g., academic problems, intellectual deficits), behavioral (e.g., aggression), and socioemotional (e.g., poor social skills, fearfulness) problems. Child sexual abuse victims experience many of the same problems as do children who experience other forms of child abuse and neglect. The most frequently noted symptoms in this group, however, are sexualized behavior (e.g., overt sexual acting out toward adults or other children, compulsive masturbation, excessive sexual curiosity, precocious sexual play and knowledge) and post-traumatic stress symptoms (e.g., nightmares, fears, feelings of isolation and an inability to enjoy usual activities, body complaints). Psychological maltreatment has been studied less extensively than other fields of child maltreatment. However, preliminary evidence suggests similar initial effects associated with this form of child maltreatment. In addition, several studies that have evaluated children experiencing multiple forms of abuse suggest that psychological maltreatment often co-occurs with other forms of abuse and may be the most destructive form of child maltreatment.

Long-term Effects Associated with Maltreatment

Many of the same social and behavioral impairments found in childhood abuse and neglect victims have also been noted in adults with a history of child abuse or neglect. Difficulties in adults with child maltreatment histories include criminal and violent behavior, post-traumatic stress symptoms, substance abuse, emotional difficulties (e.g., depression and anxiety), and interpersonal problems (e.g., parenting deficits, difficulty forming and maintaining relationships).

Factors that Influence Child Maltreatment Outcomes

The experience of child abuse and neglect does not affect each individual in a consistent or predictable way. Some victims display numerous symptoms while others demonstrate few symptoms or a complete absence of symptoms. Specific characteristics of victims' families or their abuse experiences can serve to mediate the effects of abuse. Physical abuse victims whose families are characterized by high stress and whose abuse experiences are more severe tend to exhibit greater levels of psychological distress. Conversely, victims who benefit from high levels of intelligence and a supportive parent figure appear to be protected in some way and demonstrate fewer psychological symptoms. For sexual abuse victims, experiences accompanied by threats, force, violence, and serious forms of sexual contact (e.g., vaginal or anal intercourse) are related to an increase in symptoms. In addition, sexual abuse perpetrated by fathers, father figures, or individuals having an intense emotional relationship with the victim are associated with more severe consequences. Negative responses following abuse disclosure by significant adults tend to aggravate the trauma experienced by sexual abuse victims. In contrast, social support following the disclosure of abuse, such as maternal support or a supportive relationship with an adult appears to mitigate negative effects of child sexual abuse.

Teaching Activities

Discussion Questions

- What do you think are some of the problems encountered by children who are maltreated?
- How do you think abuse may affect a child later in life?
- What factors might influence whether or not an individual experiences problems as a result of child maltreatment?

Group Activities

- In small groups, students create a semantic map (a.k.a. Web) depicting the effects of child maltreatment.
- Bring newspapers, magazines, scissors, glue and posters to class. In small groups, students write a short story or create a collage demonstrating the effects of one type of child maltreatment.
- In small groups, have students create a chart of the "costs" of child maltreatment. Suggest that students use the following categories: Physical Costs, Emotional Costs, and Financial Costs. Encourage students to include information based on their own knowledge or experiences.
- Ask students to write a poem or short story that will attempt to depict, to some extent, the effect of child maltreatment based on what they have learned and discussed in class. In grading the project, evaluate how well the project depicts the experience of maltreated children (and not necessarily the "literary value" of the project). Later in class (or toward the end of the curriculum) students can volunteer to share their projects with their classmates. In addition, you can ask students to submit their projects to include in a booklet incorporating materials that the students produced during this lesson.

LESSON 4: RESPONDING TO CHILD MALTREATMENT

Lesson Objectives:

- To discuss and provide information concerning the legal requirements of reporting child maltreatment
- To discuss and provide information on how to provide support to victims of child maltreatment
- To provide information on government agencies that are responsible for responding to reports of child maltreatment
- To provide information on some forms of intervention in cases of child maltreatment

Reporting Issues

Legal Mandates

During the mid 1960s, all jurisdictions in the United States passed statutes requiring certain professionals to report suspected cases of child maltreatment. For most states, professionals who are mandated to report suspected child abuse and neglect include medical personnel (physicians, dentists, nurses, chiropractors, medical examiners), educators (teachers, school counselors, and administrators), mental health professionals (psychologists, drug and alcohol abuse counselors), social-service professionals (social workers), public agency employees (law enforcement officers, probation officers), and daycare personnel (daycare center staff, childcare workers). There are several penalties for professionals who fail to report suspected cases of child abuse and neglect such as misdemeanor charges subject to a fine and/or jail sentence, tort liability for harm done to the child, and reprimands from ethical authorities (e.g., ethics boards of professional organizations).

Despite mandates for professionals to report suspected cases of child abuse and neglect, many professionals fail to report. In one study, almost 40% of professionals at some time in their careers failed to make a report of suspected abuse or neglect. Professionals may be reluctant to report cases of abuse for several reasons including the following: they may not fully understand their reporting responsibilities, they believe harm will come to the family or victim, or they may fear negative personal consequences will result (e.g., fears of being sued, lost time from work, personal upset).

Supporting Individuals Who Experience Child Maltreatment

Because the reaction that maltreated children receive following disclosure is influential in shaping the effects associated with abuse, it is imperative that individuals have some idea about what it means to respond to victims in a supportive fashion. Supportive responses toward abuse and neglect victims include appropriate reactions following the individual's revelation that he or she was abused. One of the most adaptive responses is to convey a belief in the individual's report of abuse. Another supportive response is to convey to the victim that the episode was completely the responsibility of the perpetrator, instead of becoming angry with the victim or blaming him or her for the event. Staying calm and avoiding overreactions is another important reaction that will communicate support to the victim. Other supportive reactions include protecting the victim from further harm, acknowledging the courage it took for the victim to disclose, and accepting the victim's feelings about the event. In contrast, maladaptive responses would be to doubt the child's report or to deny that the abuse has occurred. Inappropriate responses also include overprotectiveness, reluctance to touch or interact with the victim, overreacting to the disclosure, and blaming the victim.

Child Protective Services

Federal and state laws provide for the protection of children who are at risk for child abuse or neglect. In most states, such responsibility falls on the local department of social services. The department of social services has a division responsible for the protection of children, usually referred to as child protective services (CPS). The role of CPS is to protect children via four services: investigation of reports of maltreatment, provision of treatment services, coordination of services with other agencies in the community, and implementation of preventive services.

One option for protecting children is the use of out-of-home care such as foster care placements. The Adoption and Foster Care Analysis and Reporting System estimated that in 1996, more than 500,000 children were living in foster care. Although state laws permit placement in out-of-home care to protect children, all states have programs to prevent the dissolution of the family when desirable and possible. The recently enacted federal law titled the Adoption and Safe Families Act of 1997 reaffirms the principle of family reunification but also holds

paramount the concern for children's safety. Children may be placed in out-of-home care when danger to the child is imminent or when prevention attempts are unlikely to be effective. In addition, the new law defines specific situations in which states *are not* required to make "reasonable efforts" to return children to their families (e.g., when the parent has committed murder, manslaughter, or felony assault of the child or another child of the parent). Furthermore, the law affirms that children should not grow up in temporary living situations by establishing requirements for early permanency planning (e.g., timely adoption and a time frame for initiating termination of parental rights).

In recent years, CPS agencies across the country have come under fire because of concern about the seeming inability of the system to provide adequate protection for those children reported for maltreatment. This criticism reflects a growing number of problems faced by protective services agencies: the consistent increase in child abuse reports and resulting increases in workloads, low budgets, and a high turnover rate of well-trained social workers who are leaving the field. In response to these problems, the U.S. Advisory Board on Child Abuse and Neglect formulated a new national strategy for the protection of children, which includes the following elements:

- Strengthening neighborhoods as environments for children and families
- Refocusing the delivery of services toward prevention rather than service delivery following abuse
- Reorienting the role of government in child protection toward prevention and treatment rather than investigation
- Targeting societal values such as cultural acceptance of violence and exploitation of children
- Increasing the knowledge base about maltreatment through federal research programs

Interventions

Counseling Interventions

There are several forms of counseling interventions that are available for families affected by child maltreatment. Counseling interventions may take a variety of forms including various combinations of the following: individual counseling, group therapy, couples counseling, and family therapy. Such interventions target adults who have maltreated children, families in which maltreatment has occurred, or the children who have experienced maltreatment.

Interventions for physically abusive and neglectful parents target parenting skills, anger control, and stress management. Treatment for child sexual abuse offenders vary although the most popular form of treatment combines both cognitive techniques (e.g., recognizing and changing inaccurate beliefs) and behavioral techniques (e.g., aversive therapy to reduce deviant sexual arousal patterns). Sex offender treatment might also include a physiological approach such as the administration of drugs to inhibit sexual urges. Family systems approaches for sexual abuse are also used and include comprehensive programs that use a sequence of therapies including individual therapy for each family member as well as family and marital counseling.

Interventions for physically abused or neglected children often focus on enhancing the child's social and developmental skills. Interventions for sexually abused children often target the negative feelings associated with abuse such as guilt, shame, anxiety, anger, depression, and stigmatization. Group therapy is often helpful for victims of sexual abuse to help combat self-denigrating beliefs and to confront issues of secrecy and stigmatization associated with the abuse. Some families may need additional treatment interventions that focus on psychiatric disorders, substance abuse problems, or in-home services (e.g., crisis intervention and assertiveness training).

Community Interventions

Several community interventions commonly serve as adjuncts to some of the other intervention methods noted above. Such programs attempt to address situational and social factors that might contribute to child abuse and neglect. Factors such as social isolation and economic stressors can be addressed through a variety of services such as home visits, hotlines, support groups, therapeutic child care, local service organizations, family caseworkers, and government programs that provide financial assistance.

Teaching Activities

Discussion Questions

- What types of professionals are required to report cases of child maltreatment?
- What are some of the consequences of reporting child maltreatment? For the victim of maltreatment? For the person to whom the victim disclosed? For the maltreating family?
- Describe some appropriate responses one can make to someone who discloses abuse.
- What is the role of child protective services in child abuse and neglect cases?
- Identify some of the interventions that are helpful in addressing the problem of child maltreatment. Ask students to identify some of the factors that might contribute to an intervention's effectiveness based on what they have learned.

Group Activities

- Role-play inappropriate responses to child maltreatment disclosure.
- Role-play appropriate responses to child maltreatment disclosure.
- Role-play vignettes, written by the students, on the dilemmas involved in disclosing child maltreatment.
- Role-play vignettes, written by the students, on the dilemmas involved in reporting child maltreatment.
- Divide the class into small groups. Each group should devise a different type of intervention for the perpetrator of abuse, the victim of abuse, and the family. Each group can focus on all forms of child maltreatment or each group can focus on only one form of child maltreatment. Students can then present their interventions to the class.
- Ask students to create crossword puzzles that review the content of the lesson. Students can then exchange crossword puzzles with a classmate and attempt to solve them.

LESSON 5: PREVENTING CHILD MALTREATMENT

Lesson Objectives

- To discuss various approaches to preventing and minimizing the extent of child maltreatment at the level of the individual
- To discuss various approaches to preventing and minimizing the extent of child maltreatment at family and societal levels

Targeting Potential Victims

During the 1980s, school-based empowerment programs to help children avoid and report victimization became popular. These programs generally teach children knowledge and skills believed to be important in protecting themselves from a variety of dangerous situations. Most have focused on sexual abuse and emphasized two goals: primary prevention (keeping the abuse from occurring) and detection (encouraging children to report past and current abuse). A 1990 survey of elementary school districts revealed that 85% of districts offered education programs, with 65% of those education programs mandated. Research evaluation of school-based programs suggests that in general, exposure to victimization programs increases knowledge and protection skills following participation. Unfortunately, no research has demonstrated a decline in the actual number of victimizations associated with these prevention programs.

Targeting At-risk Families

Child abuse and neglect often results when families are overwhelmed by situational circumstances (e.g., low income, unemployment, few social supports) or limited knowledge or skills (e.g., misunderstandings about what constitutes typical child development; parenting techniques). Because of these realities, many experts believe that the prevention of abuse and neglect hinges on the ability to provide guidance and support to families at risk for abuse and neglect. In recent years, experts have begun to recommend prevention approaches that emphasize parental competence and relieving parental stress. These programs operate on the assumption that methods that focus on teaching high-risk parents how to be effective parents should reduce child maltreatment. Parental competency programs typically connect parents with a mentor who regularly visits the home to provide social support, parenting suggestions, and help with life decisions (assisting with educational and occupational issues). Many of these programs attempt to identify high-risk parents and intervene before the first child is born. These programs generally have several goals:

- Increasing parent knowledge about child development and child management
- Improving overall child-rearing skills
- Increasing empathy for and awareness of others' needs
- Improving the self-concept and self-esteem of family members
- Improving family and parent-child communication
- Building family support and cohesion
- Increasing parental knowledge about the triggers of abuse
- Increasing parents' use of nonviolent approaches to child discipline

Research evaluating the effectiveness of parental competency programs leads to the conclusion that such programs are generally effective in meeting many of their goals.

Decreasing Societal Acceptance of Violence

In many ways, violence within our culture is an accepted, encouraged, and even glorified form of expression. "Accepted" forms of violence include violence contained in television programs and movies, assaults occurring between parents or other adults, and violent forms of disciplining children. Some social scientists argue that there is a "spillover effect" in which the acceptance of such violence in our culture contributes to the acceptance of violence toward children within their homes. The implication of this line of reasoning is that decreasing societal acceptance of violence would ultimately lead to less child abuse and neglect.

Increasing Society's Commitment to Children

Many experts have argued that one factor that has contributed to the abuse and neglect of children is the marginal status that children hold within our society. Children have traditionally been viewed as helpless, dependent, and powerless members of society. Others have suggested that children are not highly valued by our society, as evidenced by the fact that we allow millions of children to live in economically and educationally impoverished environments. Advocates of this position argue that in order to prevent child abuse and neglect, we must begin to value children.

One indication of the growing commitment to children is the work of the United Nations Convention on the Rights of the Child, a worldwide effort to define children's rights. The findings of the convention raise awareness about the continuing vulnerability of children and articulate inherent childhood rights of *protection* (e.g., protection from abuse, torture, and exploitation), *enhancement* (e.g., rights to an adequate standard of living and education), and *autonomous participation* (e.g., freedom of religion and privacy).

Teaching Activities

Discussion Questions

- Describe several approaches designed to prevent child maltreatment.
- How might societal acceptance of violence, in general, contribute to child abuse and neglect?
- Describe the many ways in which society appears to condone violence.

Group Activities:

- Whole class: Brainstorming activity on how to prevent child maltreatment
- In small groups, students will create a "Bill of Rights" for all children, in view of what they have learned. The whole class will then create a list of the 5 most important rights of children. Following that discussion, the class will compare what laws are currently protecting the rights of children (provided in a handout) to their "Bill of rights," find any discrepancies (if any exist), and point out what legal changes, in their opinion, still need to take place.
- Ask students to find out about current child maltreatment issues in their community. Students can interview police officers, judges, social workers or other professionals (e.g., child protection workers) to find out about the extent of child maltreatment in their community and what is being done to prevent it. Students can then present some of their findings to the class.
- Divide students into small groups. Direct each group to create a proposal for how best to reduce child maltreatment in their community. Groups can take turns orally presenting their proposals to the class.
- Create a brief survey that assesses how many violent movies and TV programs students watch every week and administer the survey to the class. Ask them to write down some of their reactions after viewing such media. Summarize the results and discuss the impact of violence in the media on their lives.
- Ask students to watch and/or videotape a children's television program. Ask students to evaluate the types and quantity of violence depicted in the program. Discuss the impact such violence might have on children's lives.

Enrichment Activities

- In pairs or triads, ask students to review what they have learned about child maltreatment. Then, using a variety of media materials, instruct students to create a collage, poem, short story, poster, or picture that depicts their interpretation and impressions of what they have learned from the curriculum. This activity will encourage cooperative learning, and will require students to discuss openly and express artistically their understanding of the subject. Students' work could be presented at the end of the curriculum as a school exhibit.

- Ask students to write an article for the school's newspaper about some of the things they learned about child maltreatment.

- Ask students to begin a journal the first day that the curriculum is presented and continue until its completion. In the journal students could include their thoughts, feelings and reactions to the material presented in class. Following the last day of the curriculum, ask for volunteers to share some of their ideas and reflections in small groups. Alternatively, dedicate 10-15 minutes at the beginning of each class to share journal entries in small groups.

- Log on to the website of the "Minnesota Center Against Violence and Abuse" (http://www.mincava.umn.edu/). This site provides hypertext links to various resources on child abuse and violence, including children's art on the subject. Copy the images onto a disk, and then print them as either paper copies or as transparencies. Divide the class into small groups of 3-4 students each. Hand out a picture to each group (or use an overhead projector), and ask students to either title the pictures, write a reaction to/reflection paragraph on the picture, or write a poem or short story about the child who drew the picture. Have students share their work with the rest of the class, and discuss their reactions to the assignment.

- Invite a police officer or a child protection and welfare worker from your community to speak to the class about the problem of child maltreatment and how it is addressed in your community.

Films

The following listing includes program descriptions as provided by vendors' sales brochures for films and videos in the areas of physical child abuse, child sexual abuse, and child neglect and psychological maltreatment. Contact information for film and video vendors is provided following the film and video descriptions.

PHYSICAL CHILD ABUSE

Child Abuse
Focusing on the whole family of origin, this program addresses generational patterns of family abuse and shows how these patterns set the stage for children to become perpetrators and victims of abuse in later life. Special attention is paid to the "shame-based child" and how parents can pass destructive patterns to their children. Dramatic vignettes show how therapists counsel victims of abuse and provide insight into the complex motivations of the perpetrator of abuse.
1989 (Video) 22 minutes
Purchase $295
AGC #7966

Child Abuse: Breaking the Cycle
Protecting children from child abuse is an issue prevalent on the minds and hearts of people everywhere. *Child Abuse: Breaking the Cycle* is a video concerning this issue, and by defining what child abuse is, takes the first steps toward stopping it.
1983 (Video) 39 minutes
Purchase $175
Sunburst Communications

Child Abuse: Cradle of Violence
What drives parents to attack their own flesh and blood? Frank answers are provided in this stunning documentary told by former child abusers. They also discuss the guidance provided by self-help groups and community services that enabled them to cope with the stress of parenting. Focus is on the preventive side of child abuse. Produced by J. Gary Mitchell for Bonanza Films.
1976 HCA-20 minutes
16mm $405 Video $405 Rental $65
Coronet/MTI LQ-GM02 and PK-GM02

Childhood Physical Abuse
This program covers the range of problems in the area of physical abuse of children: the kinds of adults likely to abuse their children, the signs of such abuse, the effects on the children, the ways in which abuse should he dealt with, how abusive parents can break the cycle of their behavior, what happens to the children when the law steps in, and whether and how the abuse of children can be prevented.
1990 (Video) 26 minutes
Purchase $149 Rental $75
Films for the Humanities & Sciences #VX2350
(also University Film & Video, I'7S2731,VH 1/2" VHS)

Kid Shields: Social Workers' Fight to Stop Child Abuse
Introduces viewers to the front line role of social workers in the fight to protect children from abuse and neglect. Underpaid, understaffed, and overworked, they demonstrate daily that, given the necessary time and resources, it is possible to help put troubled families back together.
Council for Exceptional Children Video Festival
1991 (Video) 28 minutes
Purchase $99 Rental $50 per day/$100 per week
Fanlight (California Working Group) CI-083

Ordinary People
Abusive parents could be your neighbors... or even relatives. They look no different from anyone else, but under tense circumstances they become enraged and react violently with their children. Viewers will see that the potential for violence in a family of "ordinary" people is accompanied by a multitude of distress signals that should be recognized and heeded to prevent this crime against defenseless children.
National Industrial Film Festival
1977 (Video) HCA-25 minutes
Purchase $455 Rental $70
Coronet/MTI #PK-UP01

Shaking, Hitting, Spanking: What to Do Instead
Shaking, Hitting, Spanking is an educational video, which concentrates on alternatives to corporal punishment. The writers, Mike Arnow and Stephen J. Bavolek, Ph.D., present four scenarios in which parent-child interactions may lead to shaking, hitting, and spanking. Donna Johnson, narrator of this film, focuses on the need for many parents to learn what to do instead of shaking, hitting, and spanking their children. The video clearly states that when parents were reared in homes in which corporal punishment was administered, they will react in a similar manner unless they acquire alternative strategies.
1990 (Video) 30 minutes
$69.95.
Family Development Resources
Park City, UT 84060
(435) 649-5822
(also Insight Media #HQ445)

The Society
Explores the cultural factors--child abuse, sex role socialization, competition, instability, poverty, substance abuse, and others--which combine to instill a tradition of violence we seem unable to escape. Focuses on the cyclical effects of child abuse and its relationship to criminal behavior. Produced by Gannett Broadcast Group.
1982 HCA-29 minutes
16mm $475 Video $420 Rental $75
Coronet/MTI LQ-GN06

CHILD SEXUAL ABUSE

Abby, My Love
The subject is incest. Bright, personable, and pretty at 15, Abby is shut off from the normal life of a teenager by her obsessively protective and abusive father. Finally, Abby's desire for a normal life combined with the pressure of her father's demands compel Abby to tell a friend and his mother, and then to her own disbelieving mother, the appalling secret that for eight years has been at the center of her life.
Humanities Prize - Live Action Children's Programming
Emmy Award - Television Academy
Silver Medal - International Film and TV Award
1992 (Video) 45 minutes
$295
AGC #E6014

A Time to Tell
A Time to Tell is a video designed to explore the problem of sexual molestation. The film has three scenarios that directly address this problem for adolescent males aged 11 - 14. This video is to be viewed by young boys and troop or adult youth leaders.
1990 (Video) 29 minutes
$14.95
Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Ironing, TX 7545-2079
(214) 580-2000

Better Safe Than Sorry (Second Edition) (Series)
The second edition deals exclusively with prevention of sexual molestation perpetrated by people known to the child. Various dramatizations indicate situations, with which students can identify and engage in problem-solving discussions. Four principal themes are reinforced throughout the film: Saying No, Get Away, Tell Someone, and Being Believed.
1992 (Video)
Better Safe Than Sorry II (5-8) 15 minutes #E6023
Better Safe Than Sorry III (13-18) 19 minutes #E6024
$295 each
AGC

Big Boys Don't Cry
Specifically designed to target adolescent males, this dramatization succeeds in capturing and maintaining the interest of the viewer from start to finish. Authoritative information concerning family dynamics, perpetrator profile, and victim anguish are presented in a true to life portrayal of the signs and symptoms of childhood sexual abuse.
Columbus International Film and Video Festival
CINE Golden Eagle
1993 (Video) 45 minutes
Purchase $98.95 (Educational Discount)
Churchill Media #H10446
(also University Film & Video BN'100425,VH 1/2" VHS)

Blackbird Fly
Victims of sexual abuse often feel a misguided sense of loyalty to their abusers. In the case of Carin Jordan, her father's sexual abuse leaves Carin confused and upset. Viewers learn more about victimization, sexual abuse and rationalization, including: (1) Children are not responsible for providing for their parents' emotional, physical, or sexual needs. (2) Telling a secret that's hurting you is not disloyal. (3) Victims are not to blame for their abuse. With the help of Miss Parker, a music teacher, and Dr. Williams, a guidance counselor, Carin is finally able to recognize her true feelings and ask for the help she so desperately needs. Whoopi Goldberg, Rain Pryor, Garrett Morris and Esther Rolle deliver memorable performances in a program that has been consistently praised and awarded. All royalties from the program will be donated to the Children's Institute International and the Southern California Child Abuse Prevention Training Center. Produced by Firstborn Productions.
CINE Golden Eagle
National Educational, American Film & Video Festivals
1990 (Video) 27 minutes
Purchase $375 Rental $75
Coronet/MTI LQ-6543M

Feeling Yes, Feeling No (Series)
This series is a highly effective group of four educational programs on the prevention of sexual assault of children. One program is for adults, introducing the series and the subject. The other three programs are for children, and their purpose is to give kids tools to protect themselves against sexual assault--from strangers, family members, or other trusted persons.
1985 (Video)
Program Two (Ages 9-12) 14 minutes #0442
Program Three (Ages 13-18) 16 minutes #0443
Adult program 28 minutes #0444
$295 separately
AGC

Healing the Wounds of Incest
Portrayal of four women and a man who have transformed themselves from victims into survivors, from people ashamed to show their faces to people who are happy to be alive. They speak openly and incisively of their experiences as children, the psychological complexities they faced in their struggles into adulthood, their fear and confusion. Finally, they speak about the steps they have taken to liberate themselves.
1990 (Video) 54 minutes
$20
University Film & Video I'1S2704, VH 1/2" VHS

New Child Sex Abusers
The typical sex abuse cycle--abused as a child, abuser as adult--is being replaced by an even more frightening scenario: More of today's abusers appear to be children. This specially adapted Phil Donahue program features mothers and their daughters who have been sexually abused by brothers, half-brothers, and neighborhood kids--one of the molesters was 13, and his victim was three. The program also features an expert who deals with abusive children, counsels what signs to look for and what to do when it comes to abusive kids, and counsels kids who are being abused.
1993 (Video) 28 minutes
Purchase $89.95
Films for the Humanities & Sciences *VX5138

No More Secrets
Experts estimate that one out of four girls and one out of nine boys are sexually abused before they are 18 years old. This program discusses the long-term damage that results from this abuse, offers the personal stories of children and of adults who were abused as children, follows the trial of an adult accused of abusing eight girls, and, most important, shows how children can be encouraged to share their secret with those who can help put an end to the abuse.
1990 (Video) 24 minutes
Purchase $149 Rental $75
Films for the Humanities & Sciences #EC-2382

Scared Silent: Incest
Oprah Winfrey opens this program by explaining that most sexual abusers were once victims of abuse themselves. A teenage victim of incest describes how her father sexually abused her for years. Fearing the breakup of her family, she remained silent. Finally, she and her sister told their mother and confronted the father. A counselor explains how far children will go to keep their family intact. In another segment, a 15-year-old abuser and victim tells a counseling group how her brother abused her. She in turn, inflicted the same sexual abuse upon several other young victims, including her young cousin. Comments from her counselor give insight into the heart and soul of an abuser.
1994 (Video) 22 minutes
$99.95
AIMS Media #8812B34

Survivors
This hard-hitting documentary, hosted by Collin Siedor, takes an eye-opening look at the cycle of child abuse, revealing the tendency for those who were physically or sexually abused as children to abuse their own children and spouses as adults. The program also explores the recent treatments and laws being used to break this destructive cycle, and relates the experiences and behavior of adults who were once victims of abuse.
1988 (Video) JHC-32 minutes
Purchase $495 Rental $75
Coronet/MTI #PK-5868M

To a Safer Place
Sexually abused by her father from infancy to early adolescence, Shirley Turcotte is now in her thirties and has succeeded in building a rich and full life. In order to raise public awareness and to help others who have been abused, she returns to the people and places of her childhood. She retraces her family's nightmare with the help of her mother, sister, and two brothers, all victims of sexual or physical abuse. This extraordinary testament is evidence that the deep psychological wounds inflicted on incest victims can be healed. Directed by Academy Award winning filmmaker Beverly Shaffer. Produced by the National Film Board of Canada. Also available in French.
Chris Award - Columbus International Film Festival
Crystal Apple - National Educational Film & Video Festival
Best of Festival - American Film & Video Festival
Gold Award - Houston International Film & Video Festival
Jury Award - International Documentary Association
1987 (Video) 58 minutes
Purchase $169.95
AIMS Media #8046B34 (also Fanlight CI-147)

CHILD NEGLECT AND PSYCHOLOGICAL MALTREATMENT

Because They Love Me
Dramatizes the home life of a representative family, focusing on Jessie, the younger of two daughters, as she progresses from her earliest years to her teens. Viewers readily pick out those parental behavioral patterns that are ultimately responsible for the chronic emotional storminess of their growing children: lack of sensitivity; confusing double messages; failure to offer support and understanding; quick shifts from calmness and reason to frenzy and confusion.
American Film Festival
1981 (Video) JHCA-31 minutes
Purchase $250 Rental $80
Coronet/MTI #PK-4178

But Names Can Hurt Forever
This documentary deals with the damaging effect of emotional and verbal abuse. Processes a victim goes through and places an abuser can seek help are explored.
1987 (Video) 30 minutes
$16
University Film & Video BN'100474,VH 1/2" VHS

Nobody's Home
There are children who are emotionally abandoned and neglected at home. This film is especially appropriate to children, but would be excellent for teachers to review. Writer/director Chris William and producer Steve Kooner.
Bronze Apple - National Educational Film & Video
Finalist - American Film and Video Festival
Honorable Mention - National Council on Family Relations
1991 (Video) 20 minutes
$295
AGC #E6019

Terrible Things My Mother Told Me
Child abuse doesn't have to be physical; it can come from words. This new program depicts the suffering that verbal abuse can cause and illustrates how this kind of abuse is passed from one generation to the next. Viewers get a startling and realistic look at how Julia is abused by her mother, Eleanor, who frequently says things like "I wish you were never born." Though physical abuse isn't present, Julia nonetheless carries deep emotional scars from the pain inflicted by her mother's harsh words. The program emphasizes that even "nice" people can abuse their children and reveals the importance of counseling as a means for ending this destructive cycle. Produced by CBN Cable Productions, Inc., an LCA release.
1990 (Video) JHCA-31 minutes
Purchase $250 Rental $75
Coronet/MTI LQ-6354L
(also University Film & Video l'17R0403,VH 1/2" VHS)

Film and Video Vendors

AGC
Altschuler Group Corporation
1560 Sherman Avenue, Suite 100
Evanston, IL 60201
(800) 345-6036
(800) 323-9084
(847) 328-6700
Fax: (847) 328-6706
E-mail: agcmedia@starnetinc.com

AIMS Media
9710 DeSoto Avenue
Chatsworth, CA 91311-9734
(800) 367-2467
Fax: (818) 341-6700
Website: http://www.aims-multimedia.com

Churchill Media/SVE
6677 N. Northwest Hwy.
Chicago, IL 60631
SVE: (800) 334-7830
CA: (800) 386-2835
Fax: (800) 624-1678

Coronet/MTI
108 Wilmot Road
Deerfield, IL 60015
(800) 777-8100
Fax: (614) 771-7362

Fanlight Productions
47 Halifax Street
Boston, MA 02130
(800) 937-4113
(617) 524-0980
Fax: (617) 524-8838
E-mail: FanlightP@aol.com
Website: http://www.fanlight.com

Films for the Humanities & Sciences
P.O. Box 2053
Princeton, NJ 08543-2053
(800) 257-5126
(609) 277-1400
Fax: (609) 275-3767

Insight Media
2162 Broadway
New York, NY 10024
(212) 721-6316
Fax: (212) 799-5309

Sunburst Communications
Department SG70
39 Washington Avenue
P.O. Box 40
Pleasantville, NY 10570-9971
(800) 431-1934
Fax: (914) 769-2109

University Film & Video
University of Minnesota
1313 Fifth Street S.E.
Minneapolis, MN 55414-1524
(800) 847-8251
(612) 627-4274
Fax: (612) 627-4280

Online Resources

One method for keeping abreast of the voluminous information in the field of child maltreatment is through access to online services. Following are a number of key online resources that are updated on a regular basis. This listing is not meant to be comprehensive, but rather a sampling of the many online resources available on this topic. Due to the dynamic nature of the Internet, please be aware that sites and addresses may change over time. Updated material on new Internet resources can be accessed through NETWORK NEWS (send the command "subscribe news <first name_last name>" to listserv@vm1.nodak.edu.) or Yahoo's "What's New?" (http://www.yahoo.com/).

- ***Children's Institute International (http://childrensinstitute.org/).*** Operated by a non-profit organization that helps treat and prevent child maltreatment. [This Web site provides links to many other sites related to child abuse, neglect and prevention].

- ***International Society for Prevention of Child Abuse and Neglect (ISPCAN)*** (http://child.cornell.edu/). [This Web site provides information on the International Society for Prevention of Child Abuse and Neglect, congresses and conferences it organizes, the journal "Child Abuse and Neglect" etc.].

- ***Child Abuse Prevention Network***
(http://child.cornell.edu) [This Web site links to the six members of the Child Abuse Prevention Network. The network is dedicated to enhancing internet resources for the prevention of child abuse and neglect and reducing the negative conditions in the family and the community that lead to child maltreatment].

- ***National Committee to Prevent Child Abuse***
(http://www.childabuse.org/). [This Web site provides recent statistics from research on child abuse, provides information on child abuse facts, local chapters in the U.S.A., and available resources on this topic. Newsgroup for survivors of child abuse available: (alt.abuse.recovery).

- ***Kempe Center Programs***
(http://www.kempecenter.org/). [Beginning in 1972, the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect provides a clinically based resource for training, program development and evaluation, and research on all forms of child abuse and neglect. This Web site also provides information on programs offered, and research conducted, at the center].

- ***National Clearinghouse on Child Abuse and Neglect Information*** (http://www.calib.com/nccanch/). [This Web sites includes information on current products and initiatives, online publications and fact sheets available from the NCCAN clearinghouse, an online catalog of the latest materials available from the clearinghouse, statistics on child maltreatment, information about child welfare and child maltreatment prevention, as well as state statutes. This Web site also contains information on upcoming conferences in the field of child maltreatment].

- ***Minnesota Center Against Violence and Abuse*** (http://www.mincava.umn.edu/). [This Web site provides a large number of hypertext links to various resources on child abuse: articles and other informative resources; books, journals, reports, as well as children's art on the subject].

- ***Child Sexual Abuse*** (posted by the Sexual Assault Crisis Center of Knoxville, TN)
(http://www.cs.utk.edu/~bartley/sacc/childAbuse.html#silent). [This Web site contains information on signs of sexual abuse, additional symptoms, reasons why children often do not disclose abuse, feelings associated with sexual abuse, protecting children, and how to listen to children who disclose sexual abuse].

- ***Child Abuse Prevention Network***
(http://child.cornell.edu/bookmarks.html#anchor418446). [This Web site lists links to a number of online resources and web sites of organizations that focus on child abuse].

Young Adult Fiction on Child Abuse and Neglect

The following books were selected from a number of resources, including a computerized search of WorldCat and the following books: Literature for Health Awareness (Manna & Wolford Symons, 1992[1]), Best Books for Senior High Readers (Gillespie, 1991[2]) and Best Books for Young Adult Readers 7-12 (Calvert, 1997[3]). Although this list is not exhaustive, it provides a representative view of resources available for young adults on child abuse and neglect.

Adler, C. S. (1984). Fly Free. New York: Coward, McCann ISBN 0-698-20606-1. (Grades 7-high school).
A teenage girl who is verbally abused by her mother finds support in a friend.

D'Ambrosio, R. (1971). No language but a cry. (Grades 10-12). Dell. Paper ISBN 0-440-36457-4.
The story of the gradual recovery of a battered child.

Deem, J. M. (1994). Three notebooks of Julian Drew. (Grades 7-12). Houghton ISBN 0-395-69453-1.
Julian, 15, is emotionally and physically abused by his father and his demented stepmother. He finds strength by writing to his deceased mother in coded notebooks.

Dizenzo, P. (1976). Why me? The story of Jenny. (Grades 9-12). N. P.: Avon.
Teen's rape and aftermath.

Green, P. B. (1993). The Sabbath garden. (Grades 7-12). Dutton/Lodestar. ISBN 0-525-67430-6.
One night, Opal Tyler takes refuge from her abusive father with Jewish neighbor Solomon Lesho. The resulting bond lets them help their community.

Hall, L. (1986). The solitary. (Grades 9-12). MacMillan. ISBN 0-684-18724-8. Paperback ISBN 0-02-043315-8.
A teenage victim of child abuse, now 17 and alone, returns to her parents' land to try to become self-sufficient.

Hall, L. (1987). Flyaway. (Grades 9-12). MacMillan ISBN 0-684-18888-0.
Seventeen-year-old Ariel is so abused by her autocratic father that she will do anything to escape his power.

Hermes, P. (1985). Solitary secret. (Grades 9-12). Orlando, FL: Harcourt Brace Jovanovich.
First-person account of a young girls' sexual abuse by her father.

Hunt, L. (1993). The Lottery rose. (Grades 7-1 0). New York : Berkley Books. ISBN: 0-425-10153-3.
A powerful and moving story about a child who was severely physically and emotionally abused and neglected by his mother and her boyfriend, until he was moved to a school for boys. There he finds friendship and strength. The story shows not only the effects of abuse on social, emotional and academic development, but also the resilience of one victim of severe abuse and neglect.

Irwin, H. (1985). Abby, my love. (Grades 7-9). New York: Margaret McEiderry Books. ISBN 0-689- 50323-7.
A young man discovers sexual abuse of his girlfriend and helps her to begin recovery.

Kingsolver, B. (1988). The bean trees. (Grades 10-1 2). Harper ISBN 0-06-015863-8.
A young runaway suddenly finds herself the guardian of an abused, abandoned child.

Lee, J., & Cook, T. S. (1978). Mary Jane Harper cried last night. (Grades 9-12). NAL, paperback.
ISBN 0-451- 13980-1.
A young inexperienced mother takes out her frustrations by abusing her baby girl.

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[1] Manna, A., & Wolford Symons, C. (1992). *Children's literature for Health Awareness.* Metuchen, NJ: Scarecrow Press.
[2] Gillespie, J. T. (Ed.). (1991). *Best Books for Senior High Readers.* New Providence, NJ: Bowker.
[3] Calvert, S. (Ed.). (1997). *Best Books for Young Adult Readers 7-12.* New Providence, NJ: Bowker.

Macken W. (1992). The flight of the doves. (Grades 6-9). Simon & Schuster ISBN 0-671-73801-1.
Attempting to escape abuse from their stepfather, Finn, 12 and his sister Derval, 7, flee England for their grandmother's home in Ireland.

Moeri, L. (1979). The girl who lives on the Ferris wheel. (Grades 7-9). New York: Dufton.
One girl's experience with child abuse.

Rigby, K. (1990). Fall of the flamingo circus. (Grades 10-12). Random ISBN 0-394-58356-6.
Told in a diary form, an account of the childhood and adolescence of an English girl scarred by her abusive father.

Instructors may wish to use one or more of the books that are listed in the following ways:

1. In coordination with the language arts/English teacher, psychology teachers can develop an enrichment/follow-up unit to this curriculum based on one of the books listed above. The unit could include classroom activities and assignments such discussions, personal reflection journals based on the reading and the material presented in the course, role playing, rewriting alternative endings or extensions to the book or to a particular chapter, to name a few.

2. Teachers can assign a book as an extra credit assignment, which will require students to write a reflective book report integrating some of the issues taught in this curriculum as they are reflected in the book.

3. Teachers can use excerpts from a book as a common thread throughout the curriculum, anchoring the material through the personal story of the child in the book.

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